DOCUMENT RESUME

ED 232 767 PS 015 725

AUTHOR Parekh, Kiran; Mankodi, Hina
TITLE In-Service Training Program for Teachers of Young Children: Guidelines.
INSTITUTION Maharaja Sayajirao Univ. of Baroda (India). Dept. of Child Development.
PUB DATE Apr 82
NOTE 113p.; Document contains light, broken type and will have marginal reproducibility.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Early Childhood Education; *Elementary School Teachers; Foreign Countries; Grade 1; Guidelines; *Inservice Teacher Education; Lesson Plans; *Preschool Curriculum; *Preschool Teachers
IDENTIFIERS India (Baroda)

ABSTRACT

A module was developed in India for inservice training of preprimary and first-grade teachers. Included in the module are: a set of guidelines for planning, implementing, and evaluating the inservice training program; a 12-day schedule of topics to be covered; a detailed schedule of program activities, including procedural guidelines; and lesson plans for training sessions, listing aims, procedures, contents, and needed materials. Topics addressed in the training program include language, puppetry, social studies, mathematics, and science. Lesson plans focus on preschool education, the display of audiovisual aids, language in early childhood, aids promoting language development, puppetry and puppet-making, reading and writing readiness, observation of language experiences in the town of Balwadi, reading and writing skills, social studies, mathematics, and science. Participants are provided opportunities for discussion and for learning how to observe student activity in various curricular areas. (Appended are guidelines for observing science activities and for conducting small-group discussions on science topics.) (RH)

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IN-SERVICE TRAINING PROGRAM FOR TEACHERS OF YOUNG CHILDREN : GUIDELINES

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School Readiness Project Staff:

PROF.(MRS.) AMITA VERMA

DR.(MRS.) VEENA MISTRY

MS. KIRAN PAREKH

MRS. ARUNA DAVE

DR.(MRS.) YOGINI PATHAK

MS. KIRAN PAREKH

MS. HINA MANKODI

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BARODA, APRIL, 1982

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INTRODUCTION

The Department of Child Development, Faculty of Home Science, M.S. University of Baroda, Baroda, has undertaken a project on 'School Readiness' in collaboration with the Baroda Municipal Corporation since the year 1979. As a part of this project, a study was undertaken to develop a module of in-service training program for pre-primary and grade I teachers.

The investigator has thus prepared a module, based on the finding of the study and the same has been presented in this booklet, so that the educationists in the field of pre-primary and primary education can utilize it as a guideline for conducting in-service training program.

1. Need for In-service Training Program for Pre-school and the Grade I Teachers

"Education is a weapon whose effect depends on who holds it in his hands and at whom it is aimed". These are the words of Joseph Stalin and here comes the teacher into the picture. Teacher is the backbone of educational system. The strength of educational system must largely depend upon the quality of its teachers. However enlightened the aims, however upto date and generous the equipment, however efficient the administration, the value to the children is determined by teachers (Lanwerys, 1963). As are the roots to the tree, so is the teacher to the educational system. It is the teacher who puts the breath of life into the nostrils of education. On his/her shoulders rests largely, the task of implementing acceptable theories of education. These theories have been found to work, in so far as the teacher had the mind and the opportunity to receive more and more knowledge in the field, can they carry out their role more adequately and meaningfully.

Often the inefficient service rendered by teachers is largely due to marked lack of in-service education programs and of proper incentives to teachers. The former is due to the belief that once a teacher goes through a teacher's college he has secured all the education, equipment and experience needed for the prosecution of his profession. If teaching defects are to be removed, teachers must continuously grow in the process of service. The quality of teachers in service should always be a matter of concern.

The effective teachers must keep up with educational improvement. Because teachers are unable to improve their knowledge, skills and techniques after entering the profession, they are likely to become poor teachers. One strange idea is that because

teachers have been long in service, are experienced and get good salaries, they are therefore superior teachers. In a way, this belief cannot be totally ignored since, a popular saying runs - 'practice makes man perfect'. Also, another saying goes as experience is the best teacher'. But, inspite of that, it is important to realize that the teacher who studied in a teaching institution about three decades ago, now teaches students who are completely new generation, who have to meet the rapidly changing demands of society. Also, there is knowledge explosion which definitely calls for new methods of teaching. The teacher must maintain the spirit of the learner. The teachers need to catch the spirit of Thomas Arnold, that eminent teacher at Rugby who said, "I prefer that my students should drink from a running stream rather than a stagnant pool". Teachers should be brought face to face with new and latest ideas in educational thought and practice, educational psychology and sociology, mental hygiene, new skills in the fine art of teaching, and new understanding of educational principles and ideals. Only then can a professional growth in service for all teachers become a reality.

The lack of co-operative motion among teachers, administratores, students and teacher's colleges is another factor which stresses the need for the continuous education of teachers in service. There is a definite need of frequent programs which will bring the teachers together so that they may consider common problems, thrash them out on a common platform such that they are motivated to utilize new techniques in teaching young children who require concrete learning experiences.

In India, teacher growth in service is vital. The problem of wastage and stagnation at the primary level and more so in the first grade, is rising by leaps and bounds. Illiteracy, poverty, malnutrition, crowded unhygienic living conditions and a grim battle for a hand-to-mouth existence are the stark realities in which the average Indian child grows. Many of the children who have survived and have surpassed this condition, are not even exposed to pre-school education and hence, unless the teachers (children's only hope) consider these facts and utilize a more progressive philosophy of teaching, there are all risks of failures and drop-outs.

2. <u>Guidelines for Organizing and Planning In-service Training Program</u>

A set of guidelines is hereby suggested to assist organizers, participants and others concerned in planning, implementing and

evaluating the in-service training program.

It is also suggested that the organization of the program should consider the expected outcomes as well as the local situation and the target group it is expected to serve.

1. One needs to set clear and well defined objectives of the program.
2. Involving participants right at the planning stage of the program to facilitate the effectiveness of the program.
3. Making arrangements for the source of finance, through correspondence or official meetings with the authority. Prior appointment saves time and energy.
4. Deciding upon the total number of the participants to be involved in the program, based on the following criteria:
   a. level at which the teachers teach (pre-primary/primary, etc.).
   b. the number of schools covered under the program.
   c. a balance between the involvement of the fresh participants and the more experienced participants.
5. Sending letters to the participants in advance, to their respective schools. The letters may include a welcome note and a clear statement of the nature, objectives and program of activities in general, as well as the expected role of participants before, during and after the program.
   a. Need for sending forms for acceptance to:
      - complete the official procedure.
      - Get assurance that participants will attend the training.
      - avoiding scope for lack of communication and confusions.
      - opportune the participants to acquaint themselves with the venue of the program as they should be expected to return the form duly filled in person.
6. Alloting enough time to the areas planned, such that the participants be opportuned to have varied experiences. The duration be decided, based on the following aspects:
   a. the objectives, nature and scope of the training program.
   b. the convenience of the participants. The dates to be decided in consultation with the participants.

7. Deciding the venue of the program based on:

   a. the funds available.

   b. the centrality of the place for ease and convenience of the maj rity of the partic ants.

8. The physical facilities required, a big hall or an auditorium, with enough sunlight and fresh air. Seating arrangement be planned according to the type of session - e.g. for small group discussion and demonstration of side, a circular kind of arrangement facilitatos eye-to-eye contact.

9. Need to plan an outline of the program in advance to get the clarity right from the onset.

   a. detailed day-wise plan should be prepared to encompass various areas of the program, keeping in mind the sequence and continuity.

   b. names of experts should be fixed well in advance based on their educational qualifications and experiential background.

   c. lesson plans should be formulated to facilitate the total process of pl nning.

10. Deciding upon the methods to provide opportunity for:

   a. the thorough involvement of the participants in solving the difficulties faced by them.

   b. freedom to express themselves.

   c. enhancing creativity.

   d. attending to individual and group problem.

   e. encouraging teachers to test and try out ideas for planning in real life situations.

   f. including methods such as workshops, demonstrations, discussions, etc.

11. Need to involve participants exposed to the similar training earlier as resource persons particularly in the process of implementation to prepare them as future planners, initiators, organizers of the program, so as to assign the responsibility to operate as leaders, guide, co-ordinator, etc.

12. Need to encourage:

   a. regularity in attendance.

b. keeping the material ready in advance.

c. providing clear and precise instructions.

d. preparing guideline for observation sessions and discussion.

13. Need to arrange an exhibition of various teaching aids throughout the training period, to provide mental framework to the participants, to participate more meaningfully in the planned experiences.

14. Need to give pre-evaluation questionnaire to all the participants before starting the program. Also providing post evaluation questionnaire at the end of the program for evaluating the content, methods, gains made and the difficulties faced during the program.

15. Element of flexibility as per the need and suitability. A clear, concrete first hand experience should form the very core of the program. Effective guidance should be provided whenever the need arises in the course of the sessions. Guidance specifically needed during workshops.

16. Need for providing opportunity for one-to-one interaction through a pleasant and an informal atmosphere.

17. Need for recognizing the effective participation by arranging exhibition of aids made by them in the workshop sessions and inviting higher authorities, supervisors, etc. in the valedictory function.

18. Need for supervisors to play a pivotal role throughout the program.

19. Certificates to be awarded at the end of the program to motivate the participants to attend such in-service programs in future.

20. Need to provide cyclostyled material revealing the highlights of the program to facilitate its applicability in the respective schools.

21. Need to recognize and provide due importance to the experts by sending thank you letter and if possible, some token in cash or kind.

22. Need for follow-up of the program to have a more permanent effect of the program, through bi-monthly or six-monthly meetings, etc.

IN-SERVICE TRAINING PROGRAM AT A GLANCE

DAY	AREA
1.	General Orientation.
2.	Language1 : Morning.
	Puppetry : Afternoon.
3.	Language 2
4.	Social Studies 1
5.	Social Studies 2 : Morning
6.	Mathematics 1
7.	Mathematics 2
8.	Puppetry
9.	Holiday
10.	Science
11.	Practical Teaching Experience
12.	Validictory Function

DETAILED FRAMEWORK OF IN-SERVICE PROGRAM

General Orientation

Time	Activity	Procedure
11.00 to 11.15	WELCOME SPEECH Purpose of having In-service program.	
11.15 to 11.30	INTER-INTRODUCTION Between the participants at the program.	Each participant will stand up and tell his/her name and school.
11.30 to 12.30	Filling of Pre-evaluation Questionnaire by participants.	Evaluation questionnaire will be read first and then they can fill them.
12.30 to 1.00	Informal Conversation.	The participants will informally sit in a bigger group and will be encouraged to bring out their difficulty.
1.00 to 2.00	INTRODUCTORY TALK Topic: Pre-School Education (a) Its importance. (b) Need. (c) Developmental tasks of a pre-schooler. (d) Characteristics and needs of pre-schoolers.	The speaker will verbally present the talk with specific planned content.
2.00 to 2.15	DISCUSSION (a) Emphasis on content covered in the talk. (b) Use of concrete examples or situations in the classroom.	Discussion will be done in one big group only. It will be stimulated by the speaker.
2.15 to 2.45	BREAK	

General Orientation (contd.)

Time	Activity	Procedure
2.45 to 3.30	TALK ON : SCHOOL READINESS (a) Meaning of the term. (b) Factors that comprise readiness. (c) Importance of readiness. (d) Major areas of school readiness and brief overview of each one of them i.e. language, maths, science, social studies.	The speaker will give a talk in a simple language.
3.30 to 4.00	DISPLAY OF KITS, TECHNIQUES, AUDIO-VISUAL AIDS. (a) General discussion on these aids - needs, importance, suitability of aids.	Participants will look at the A.V. Aids and can make a note of the same.
	(b) Discussion and interaction between participants on their expectations from the workshop, that they will attend in the following days. Major objectives in attending the workshop.	The group as a whole will participate in the discussion with specific guidelines given to them.
4.00 to 4.15	BRIEF OVERVIEW OF THE DAY'S TRAINING PROGRAM (a) Allotment of days area-wise. (b) Pattern and sequence of a day's program in general. (c) General expectations from participants in terms of time, regularity, etc. i.e. at sharp 11.00 a.m. the sessions will begin.	These points will be mentioned to participate so that they have a framework of the whole program in their minds.

Time	Activity	Procedure
11.00 to 12.30	A. BRIEF INTRODUCTION (30 Minutes) 'Language in Early Childhood' - Speaking, listening, environmental factors involved in the same.	A. The content will be briefly introduced by the speaker to just prepare participants for the talk which is the next session.
	B. TALK - How language development can be promoted in the classroom? (i.e.for speaking, listening, chance for self expression, vocabulary growth etc.) - What are the root years for language development, and so, how and why children need to be helped? - Role of teachers in promoting language experiences. - Elaboration of the brief introductory talk on language development.	B. The speaker will give an organized talk on the mentioned points, in a conversational tone with the help of aids as and when necessary.
12.30 to 1.00	DEMONSTRATION - Of aids promoting language development e.g. different types of language kits, charts, pictures, mobiles, cassettes, story telling techniques.	A.V. Aids will be systematically displayed and demonstrated. Also recorded cassettes on story telling, will be played.
1.00 to 2.00	STORY TELLING SESSION AND SONG SESSION	Stories will be told with the help of certain techniques and the songs too will be sung by participants.
2.00 to 2.30	BREAK	
2.30 to 3.30	TALK (INTRODUCTORY) 'Puppetry'	This session will be mainly in the form of talk and necessary aids will be utilized to make the session more meaningful.

Language 1 (contd.)

Time	Activity	Procedure
2.30 to 3.30 (contd..)	- What is puppetry? - Importance of puppetry. - Need for puppetry. - Role of puppets in effective learning experiences (specially in promoting language development).	
3.30 to 4.00	STORY TELLING SESSION - With the help of puppets.	Here, the participants will observe the manipulation of puppets while the story is being told. The group as a whole will be involved in the discussion.
4.00 to 4.30	DISCUSSION - Story telling and use of puppets. - Manner of conducting the session and conveying an idea.	
	LANGUAGE - 2	
11.00 to 1 .15	BRIEF INTRODUCTION a. What is reading readiness? b. What is writing readiness? c. General idea about experiences for pre-reading and pre-writing according to sub-areas under reading and writing like visual discrimination etc.	The content will be briefly introduced verbally by the speakers to just prepare a background for observation of pre-reading and pre-writing experience given in the Balwadi.
11.15 to 11.30	EXPLANATION OF THE GUIDELINE Prepared for observing language experiences pertaining to reading and writing in the Balwadi.	Specific observation guideline will be read for them.

(10)

Language 2 (contd..)

Time	Activity	Procedure
11.30 to 12.30	OBSERVATION OF LANGUAGE EXPERIENCES IN CLASSROOM	The participants will be divided into 2 groups so that each group can observe in 2 classes.
	Observation of language corner, bulletin board, different materials displayed for reading and writing activities.	Display of materials and activities will be identical in both classes. Specific observation guideline will be followed.
12.30 to 1.00	DISCUSSION OF Observation with the help of guideline given for observation and also guideline for conducting this particular session.	Discussion will be done in smaller groups of five participants and in the process, they will formulate points on specifically what they have observed. Leader of the group will present the highlights at the end of the discussion.
1.00 to 1.45	TALK a. Development leading to reading. b. Primary children and the nature of reading and writing. c. Guides to teaching, reading and writing skills and understanding (Early reading and writing experiences that should be offered in school). *Concrete examples to be used to support the talk.	The speaker will give an organized talk in a conversational tone.
1.45 to 2.00	RESOURCE PERSON can hold a small discussion on the 'applicability and suitability of the Exposure Provided in the Area of Language to the NPSS School Setting'.	Resource person's own experience to be highlighted here, as she/he is repeating the training program.
2.00 to 2.30	BREAK	

Language 2 (contd..)

Time	Activity	Procedure
2.30 to 3.45	WORKSHOP a. Making work and picture recognition cards. b. Story telling techniques by picking up a card. c. Preparation of games that promote different components of language like reading and writing. d. Making picture books, matching cards, grouping cards, charts on alphabets, objects in environment. e. Mobiles of alphabets etc.. f. Charts on transportation, etc.	The participants will actually make these aids. They will have a choice because all cannot make all the aids. Here, emphasis will be on simple aids that can be made from waste or improvised material.

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SOCIAL STUDIES - 1

11.00 to 11.15	INTRODUCTORY TALK What is social studies? How child can be made ready for social studies?	The speaker will be briefly introduce the areas of social studies. The speaker will just read and explain items of the guideline to the participants.
11.15 to 11.30	Explanation of guideline for observation in Balwadi.	
11.30 to 12.30	OBSERVATION IN BALWADI Experience in social studies: - Materials. - Kits. - Picture booklets. - Charts. - Project talk on 'people of India'. - Creative activities.	The participants will be divided into two groups and will go for observation in two different classes, i.e. mixed group B and KG. Both classrooms will have more or less identical sets of material for observation.

Social Studies 1 (contd..)

Time	Activity	Procedure
12.30 to 1.00	DISCUSSION How experiences in social studies can be provided? How far these experiences can be provided in the NPSS school setting?	The participants will discuss in the smaller groups of five, based on the guideline given for discussion.
1.00 to 2.00	TALK : Elaboration of the introductory talk in greater details. - Different subcomponents of social studies, such as history, civics, geography, economics etc. and how they can be integrated? - Providing social studies experiences in different ways. Specially due to availability of radio, paper, cinema, garden, travelling, etc. greater in the exposure. - How children can be helped to become aware of inter-relationships in larger groups, i.e. relating to government, social organizations. - How children discover their social world? - Integration of reports of discussion.	The talk will be delivered by the speaker with more of concrete experiences, situation, aids, etc.
2.00 to 2.30	BREAK	
2.30 to 4.00	WORKSHOP Booklets, charts, models on: - Community helpers, their equipments etc. - Artists of India. - Places of Baroda.	The participants will make some of these aids in smaller group they will put their own ideas into practice whenever necessary. Speakers and other assistance will guide them.

Social Studies 1 (contd..)

Time	Activity	Procedure
2.30 to 4.00 (contd..)	- Close neighbourhood. - Languages of India. - Our scientists. - Birds and animals of world. - Vehicles. - People of India. - Blocks of animals, birds, vehicles. - Sequence cards of what washerman does, post-office, etc. - Puppets of community workers, father, mother, siblings, uncles, aunts, etc..	

SOCIAL STUDIES 2 - MORNING

11.00 to 11.15	GUIDING Participants in planning different project, content for practical teaching experience.	The participants will be guided by the speaker in aiding the planning of practical session.
11.15 to 12.00	PLANNING The topic, aids, procedure, content, etc. for practical teaching sessions.	In the small group of five participants per group, they will plan an experience for social studies and one person from each group will later perform it.
12.00 to 1.00	PERFORMANCE	
1.00 to 1.30	DISCUSSION - Social studies, related experiences and aids, e.g. what all steps are needed in planning a project? - What are the difficulties that one is likely to encounter. - Is this method of teaching suitable and available in NPSS school setting? Why? How?	A guideline will be provided for general discussion for group as a whole.

(14)

Social Studies 2 (contd..)

Time	Activity	Procedure
1.00 to 1.20 (contd.)	-What could be related experiences in social studies? How well they can be provided? - How would one perceive social studies as an area.	
	LANGUAGE 2 (AFTERNOON)	
2.30 to 4.30	WORKSHOP ON LANGUAGE EXPERIENCES 1. Story-telling techniques: - Flash cards. - Flannel cards. - Story-telling bag. - Sand-tray. 2. Kits for language experiences pertaining to listening, talking, vocabulary self expression etc. e.g. Story sequence cards. - Collecting pictures, promoting vocabulary - Picture composition. - Pointing six differences. - Action pictures: i. Pictures showing that pappu with umbrella takes letter from his father. ii. Runs to post them with closed umbrella (because no rains). iii. Finally throws umbrella in letter box and with letters on head (rains started returns). - Kits cards on 'guess way to home'. - Picture composition. - Pick odd one out. - Preparing list of jokes and riddles. - Who used tools shown (musical instruments, carpenters etc.). - Cards on shadow game.	Participants will themselves make story telling techniques and other planned aids.

MATHEMATICS - 1

Time	Activity	Procedure
11.00 to 11.15	BRIEF INTRODUCTION : READINESS IN MATHEMATICS a. Importance, needs and objectives of pre-maths. b. Major areas that are covered in maths such as: 1. Shape discrimination. 2. Size discrimination. 3. Size measurement. 4. Colour identification.	The content will be very briefly introduced by the speaker.
11.15 to 11.30	EXPLANATION OF - The guideline prepared for observing mathematical experiences given in the Balwadi.	Specific observation guideline will be read before the group.
11.30 to 12.30	OBSERVATION a. Maths corner-display of materials related to different sub-components of Maths as mentioned in the introduction. b. Mathematical games like snakes and ladder. c. Mathematical toys, blocks, beads, marbles etc. for specific activities in shape and size discrimination etc.. d. Activities on seriation, weight, etc.	The participants as usual will be divided into 2 groups, so that each group can observe in 2 classes. The activity and material displayed will be identical in both classes. Specific guideline will be followed for observation.
12.30 to 1.00	DISCUSSION OF OBSERVATION With the help of guideline given for observation and also guideline for conducting this particular session. Experiences that can be provided in the classroom in the observed areas.	Discussion will be done in small groups of 5 participants and in the process they will formulate certain points of what exactly they have observed. It will be reported from the leader of each group.
1.00 to 2.00	TALK a. What are pre-maths experiences? b. Need. c. Importance. d. Objectives for providing pre-maths experiences.	The speaker will give a structured talk on the mentioned points to make the session more informative and meaningful.

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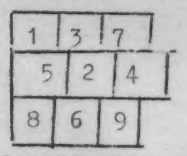
Mathematics 1 (contd..)

Time	Activity	Procedure
1.00 to 2.00 (contd.)	e. How activities in the area of size and shape discrimination, measurement, shape recognition, area, volume, etc. can be given? Also classification, seriation.	
2.00 to 2.30	BREAK	
2.30 to 3.15	DISPLAY - Kits and other aids pertaining to all pre-maths experiences e.g. slides on maths experience. - Playing a cassettee on the ways in which maths experiences can be provided at home.	The participants can have a detailed look at the aids/material that has been displayed. Since the material will be displayed as per its sub-components, they can make a note of the same.
3.15 to 3.45	DISCUSSION ON - Specific Maths experiences in relation to: a. Seriation and related activities. b. Classification. c. Concept of quantity/conservation. d. Matching.	The participants based on their observation will discuss these points with emphasis on related activities for each of the sub-concept of pre-maths. The speaker will add to this discussion as and when the need arises.

MATHEMATICS - 2

11.00 to 11.15	BRIEF INTRODUCTION 'Number Readiness' a. Matching. b. Counting. c. Recognition. d. Quantitative thinking. e. Ordinal position.	The content will be very briefly introduced by the speaker to give a basic idea about 'Number Readiness'.
11.15 to 11.30	EXPLANATION OF THE GUIDELINE Prepared for observing experiences in number readiness given in the Balwadi.	Specific observation guideline will be distributed to participants and will be read before the group.

Mathematics 2 (contd..)

Time	Activity	Procedure
11.30 to 12.30	OBSERVATION a. Counting. b. Matching numbers. c. Recognizing number symbols. d. Writing number symbols. e. Quantitative thinking. f. Ordinal position.	The participants will be divided into two groups so that each can observe in two classes. The activities and materials displayed will be identical in both classes. Specific observation guideline will be provided.
12.30 to 1.00	DISCUSSION ON NUMBER READINESS. a. Emphasis on observation. b. How these experiences can be given, material required, problems/difficulties in providing these experiences in their school set-up, and possible alternatives/solutions. c. Role of songs, stories, etc. in providing number symbols.	Discussions will be done in small groups of 5 participants and in the process, they will formulate certain points on their observations. At the end the leader from each group will present the same.
1.00 to 2.00	TALK-CUM-DEMONSTRATION OF kits, workpages, etc.	
2.00 to 2.30	BREAK	
2.30 to 4.00	WORKSHOP a. Making jig-saw puzzle of geometrical shapes. b. Cube puzzles--shape, serialization, number symbols, etc. c. Matching cards on numbers, shape, size, colour. d. Flash cards--matching square according to the numbers written.  	The participants will actually make these aids, kits, etc. Since every participant cannot make all the planned aids, they will be given choice such that all the planned activities are done by at least few participants. Here, emphasis will be given on simple aids that can be made from waste material that is easily available in the environment.

Mathematics 1 (contd..)

Time	Activity	Procedure
2.30 to 4.00 (contd.)	e. Kit on serialization, number recognition from the number of pictures shown like 1 elephant, 2 birds, 4 flowers. f. Kit on 'Lets Match' i.e. matching different shapes with the shapes drawn on chart, cardboard cards, matching number with that pictures shown. △ △ △ g. Matching shapes with objects. h. Sequencing of cards according to number like 1, 2, 3, ... 10. i. Sand cards - e.g. 4 so match that many sand pictures with it. j. Charts on narrow-broad, few-many. k. Mobiles on shapes, numbers, colours. l. Making workpage on different concepts. m. Blocks of numbers and dots-matching n. Making clock and maths games, instruments, etc.	

PUPPETRY

11.00 to 12.00	DEMONSTRATION 'Making Different Types of Puppets'. 1. Stick puppet. 2. Glove puppet. 3. Table puppet. 4. Finger puppet. 5. Paper bag puppet. 6. String puppet.	Different types of puppets will be made and demonstrated to the whole group.
12.30 to 2.00	WORKSHOP Puppet making	The participants will make the puppets that had been demonstrated in the previous session.

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Puppetry (contd..)

Time	Activity	Procedure
2.00 to 2.30	BREAK	
2.30 to 3.00	GUIDING about planning the puppet show that will be performed by the participants.	Verbally guidelines will be provided for planning and organising the puppet show.
3.00 to 3.30	PLANNING the theme to perform the puppet show 10-12 minutes per group.	In smaller groups of 5 participants, the theme of the show will be decided and worked out.
3.30 to 4.30	PERFORMANCE of the puppet show.	Based on the planned theme, the participants will give a puppet show by using puppets made by them in the workshop.

SCIENCE

11.00 to 11.15	BRIEF INTRODUCTION - What are science experiences? - Need for providing science experiences. - Importance of providing science experiences. - Goals of teaching science to young children.	The content will be briefly introduced orally by the speaker to first prepare a background for observation of science experiences given in the Balwadi.
11.15 to 11.30	EXPLANATION OF THE GUIDELINE Prepared for observing science experiences given in the Balwadi.	Specific observation guidelines will be read before participants.
11.30 to 12.30	OBSERVATION of science experiences in the Balwadi. - Observation of different types of science experiences offered. - Different ways in which activities are provided pertaining to the content of science program. eg. experiments, display, demonstration stories, skits, songs like 'माती माझी आई' etc. project talks.	The participants will be divided into two groups so that each group can observe in two classes. The activities and materials displayed will be identical in both the classes. The observation will be done by following a specific guideline.

Science (contd..)

Time	Activity	Procedure
11.30 to 12.30 (contd.)	- Way in which science corner has been prepared in the classroom environment in terms of location, content, aids, books.	
12.30 to 1.00	DISCUSSION - Discussion of observation with the help of the guideline given for observation and also guideline for conducting this particular session. - Ways of helping children achieve goals of providing science experience. Science in daily living, right from plants, utensils, toys, to our own body parts, their functions etc. - Importance and need for science corner in the classroom environment. - Clues on preparation of scientific material and experiences. - Role of teacher in providing science experiences and mainly in developing the attitudes towards learning of science.	Discussion will be carried out in small groups of 5 participants. In the process, they will formulate certain points on specifically what they have observed. At the end leader from each group will report the highlight of the discussion.
2.00 to 2.30	BREAK	
2.30 to 4.00	WORKSHOP a. Kits on tactile discrimination. b. Kits on olfactory discrimination. c. Kits on housing, sound, living and non-living, animals, birds, etc. d. Slides/Charts on life cycle of fly, mosquitoes. e. Picture cards, vegetables, fruits, cereals, pulses, etc. f. Picture books,- vehicles, animals, birds, etc.	Participants will actually make these aids, kits etc. Since participant can not make all the planned aids, they will be given choice such that all the planned activities are done atleast by few participants. Here emphasis will be on simple aids, that can made from waste or improvised material.

Science (contd..)

Time	Activity	Procedure
2.30 to 4.00 (contd.)	g. Mobiles - foods we eat, vehicle, shapes, sizes, colours, etc. h. Flash cards - daily routine, activities by either drawing/pictures. i. Matching cards - seasons and clothes, vegetables, fruits, etc. available seasonwise. j. Puzzles on body parts.	
4.00 to 4.15	EVALUATION Evaluation of the day's program.	Evaluation criteria will be read and explained to the group.
	PRACTICAL TEACHING EXPERIENCE	
11.00 to 1 30	Practical Teaching Experience	The participants will decide upon different topics and with the help of aids, they teach different concepts (before the whole group).
1.30 to 2 00	Evaluation and discussion of the session.	Here, apart from participants, resource persons will actively involve themselves in evaluation.
2.00 to 2 30	BREAK	
2.30 to 3.30	Filling the post-evaluation sheets.	Participants will sit there only and fill the post-evaluation questionnaire.
3.30 to 4.00	Final evaluation or conclusions drawn from in-service training program for Grade I teachers.	Participants will give their views. Resource persons then will give their judgments.

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A MODULE OF A TRAINING PROGRAM

GENERAL ORIENTATION

Lesson Plan

Topic :- Informal Conversation

AIM	PROCEDURE	CONTENT	MATERIAL
1. To provide chance for informal conversation to the participants. 2. To give them an opportunity for an outlet of pent up energy.	The group should be encouraged to participate in the discussion.	1. What type of children are there in your classroom? 2. What kind of problems they have? 3. What are the ways in which the teacher handles them? 4. What are the difficulties they are likely to face?	--

Topic : Introductory Talk 'Pre-School Education'.

1. To form background of the training programme as a whole. 2. To make participants aware about pre-school education in general. 3. To give them an idea about the developmental tasks of pre-schoolers. 4. To also inform them about the characteristics of pre-schoolers.	The experts in-charge should present the content of the planned talk in a simple language by sighting concrete situations to support the explanation.	1. What is pre-school education? -explanation of the term. -its main components. 2. Importance of pre-school education. e.g. It lays foundation for formal learning. 3. Need for pre-school education. 4. Developmental tasks of a pre-schooler: (a) its definition, (b) need for understanding developmental tasks, (c) role of teacher in helping children to attain these tasks. 5. Characteristics of pre-schoolers.e.g. (a) Low concentration span. (b) development of gross and finer motor skills, (c) emotional development, (d) social &	13

Topic : Pre-school Education (contd..)

AIM	PROCEDURE	CONTENT	MATERIAL
		cognitive development, (e) peer interactions. 6. Summarizing the whole talk.	
Topic : Talk on 'School Readiness'			
1. To make participants aware about 'school readiness', its meaning. 2. To focus on the importance of school readiness. 3. To give them a brief idea of major areas of school readiness i.e. language, mathematics, science, social studies. 4. To emphasize on the present in-service programme in the light of a very vital component i.e. school readiness.	The experts should present the content of the planned talk by sighting concrete situations to support the explanation..	1. What is school readiness? - its meaning. e.g. Readiness refers to a stage of development when optimal learning can occur. Educational training offered at this stage, promotes and stimulates learning and lays foundation for further tasks. Readiness includes both maturation & training. 2. Factors that comprise readiness: -physiological readiness, -intellectual readiness, -language readiness, -social & emotional readiness, -experimental readiness. 3. Importance of readiness. 4. Major areas of school readiness and brief overview of each one of them - language, mathematics, science, social studies. 5. Bringing about the relationship between in-service program and concept of school readiness.	--

Topic : Display of Audio-visual Aids

AIM	PROCEDURE	CONTENT	MATERIAL
1. To make the participants aware about different kinds of Audio-visual aids in teaching	The exhibits should be displayed at a place where all the participants are attracted to see them.	--	List of Aids : Science 1. Different types of leaves. 2. Sources of water. 3. } Seasonal 4. } fruits and 5. } vegetables 6. } 7. Charts, flashcards on daily routine activities. 8. Kits on smooth and rough. 9. Kit on floating and sinking. 10. 11. Kit on animals and their homes. 12. Life cycle of butter flies, fly, mosquito - slides, chart, flash cards-charts. 13. Domestic and wild animals- booklet. 14. Puzzles of human body parts. 15. Picture cards on vegetables, fruits, cereals, etc 16. Picture books on vehicles, animals. 17. Chart on germination. 18 Stringing shapes of animals, insects. 19. Cards on milk and milk products, sugar and jaggery, poultry fish meat, cereals, pulses, roots, green vegetables. 20. Kits on objects for olfactory discrimination and tactile discrimination. 21. A.V. on - fruits, vegetables, cereals, pulses, etc. 22. Objects making different types of sounds like metal, rubber, musical instruments, wood, etc. 23. Different metals like gold, silver, copper, bronze, etc.

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Topic : Display of Audio-visual Aids (contd..)

AIM	PROCEDURE	CONTENT	MATERIAL

24. Kit on weight (Samples)
    - balance prepared from ice-cream cups.
    - concepts of heavy, light from cotton, iron.
    - measuring cups, spoons.
    - measure tape, scale, milk bottle.
25. Air occupies shape - Baloons, football tube, hot-water bag.

Language

1. Kit on paper foldings.
2. Picture book on community workers, air port, home, garden.
3. Booklet on
4. Booklet on action pictures.
5. Picture composition.
6. Identification and matching of alphabets with pictures.
7. Visual discrimination of letters to form a word (ring kit).
8. Sound discrimination.
9. Picture talk on pictures.
10. Picture puzzle/jig-saw puzzle.
11. Cube puzzle (with pictures).
12. Pairing and matching
13. Pair the missing part e.g. tail, horse.
14. Kit on 'Doctor'-Dr's equipment, tonic, tablets, first aid, etc.
15. Set discrimination cards e.g. 3 fruits and a flower, i.e. picking old one out.
16. Identifying six differences from the pictures shown.
17. Finding an error- e.g. train runs in water and ship on rails.
18. Matching e.g.
19. Story sequence cards.

Display of Audio-visual Aids (contd..)

AIM	PROCEDURE	COMMENT	MATERIAL
			20. Masks for dramatization. 21. Puppets- rod, glove, table, string. 22. Books of story, rymes, etc. Mathematics 1. Jig-saw puzzle of shapes. 2. Cube puzzles of shapes. 3. Cards on numbers. 4. Kit on seriation, number recognition from number of pictures shown e.g. 4 birds. 5. Matching numbers. 6. Let's match - matching shapes and colours. 7. Matching shape on card with objects of that shape. 8. Cards of numbers and pictures. 9. Sequencing of number cards like 1, 2, 3... 10. Matching cut out pictures to numbers. 11. Chart and flash-cards on 12. Mobiles on shapes. 13. Workpage on numbers. 14. Workpage on colouring similar shapes. 15. Blocks-matching i.e. number and dots. 16. Clock. 17. Kit on matching cut out shapes to powder tins. 18. Mathematical games like: - Matching board. - 19. Colour dominos. 20. Objects showing conservation like water in bottles, shapes of clay, sticks, shells, buttons.

Topic : Display of Audio-visual Aids (contd..)

AIM	PROCEDURE	CONTENT	MATERIAL
			21. Objects for quantitative thinking like beads, chachukas, leaves, grains, pebbles. 22. Books on mathematical concepts. Social Studies 1. Pictures of different places. 2. Album on West Bengal. 3. Booklet. 4. Booklet. 5. Books on our home, family, community workers, vehicles, etc. 6. Kit on seasons. 7. Rivers, seas, lake, stream (pictures). 8. Concept of time through watch, pictures showing activities of morning, noon, evening, night. 9. Concept of money through coins. 10. Projects of: - Post-man. - Dr. - etc. - Washerman. 11. Globe of earth.

LANGUAGE - 1

Topic : Brief Introduction - 'Language in Early Childhood'

AIM	PROCEDURE	CONTENT	MATERIAL
1. To make participants aware of language development in early childhood and thereby to introduce language as an area to them.	Expert should introduce the content briefly in a conversational tone.	1. Verbal development follows definite pattern from birth to maturity - speaking and listening skills develop. 2. How language development reflects child's mental processes, his interests, relationship with his world, etc. - there is increase in pronoun 'I' with increase in a . - language abilities fairly well-developed by six years hence child can handle language situation in adult manner. 3. Environmental influence on language development. - quality and type of teacher's interaction very important. - teacher as a model for child's language skills.	---
Topic : 'Talk on Language Development'.			
1. To provide information on how language development takes place. 2. To inform participants about role of teachers in enhancing language experiences. 3. To elaborate points such as: - patterns of verbal development. - role of environment.	Expert should give an organized talk in a conversational manner.	1. How language development can be promoted in the classroom: - experiences promoting speaking and listening skills, chance for self expression through informal talk, show and tell session, creative activities. 2. What are the root years for language development and how and why children need to be trained. 3. Role of teachers in promoting speaking and listening skills, vocabulary, etc.	1. Picture composition. 2. Story sequence. 3. Action pictures. 4. Puzzles etc.

Topic : 'Demonstration of Aids Promoting' Language Development.

AIM	PROCEDURE	CONTENT	MATERIAL
1. To demonstrate audio-visual aids pertaining to skills promoting, speaking, listening, vocabulary.	Aids should be demonstrated such that all the participants are able to observe all the aids.	---	1. Cards on story sequence. 2. Pictures promoting vocabulary. 3. Picture composition. 4. Pick odd one out (pictures). 5. Point out six differences. 6. Action pictures. 7. Guessing way to home. 8. List of jokes, riddles. 9. Indoor games promoting vocabulary in children. 10. List of outdoor games promoting skills of listening, speaking and vocabulary. 11. Story telling techniques such as : - Flannel board. - Story telling bag. - Flash cards. 12. Illustrative sentence formations etc. in children.

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Topic : 'Story telling Session and Song Session'.

1. To demonstrate different ways in which stories can be told to children	1. The expert should tell the story with the help of different techniques.	1. Story with the help of flannel board. 2. Story with the help of flash cards. 3. Dramatization of a story with the help of glove puppets. 4. Dramatization of a story with the help of masks. 5. Story can also be told without any aids. 6. Singing of songs with the help of puppets and actions.	1. Flannel Board. 2. Flash cards.

Topic : Puppetry

AIM	PROCEDURE	CONTENT	MATERIAL
1. To give general idea about what exactly is puppetry, its need, importance, etc.	Experts should utilize more of aids and give the talk in conversational manner.	1. What is puppetry - its meaning, definition, history, etc. 2. Importance of puppetry. 3. Need for puppetry. 4. Role of puppets in effective learning experiences, specifically in promoting language development.	Use of various puppets.
Topic : Story Telling Session			
1. To tell stories by using different puppets.	Participants will observe the manipulation of different types of puppets.	1. Animal stories e.g. 'Clever fox'. 2. Human stories, 'Stingy Brahmin'.	Stick puppets, Glove puppets, Rod puppets, String puppets, Paper bag puppets.
Topic : Discussion on the Day's Events'			
1. To give opportunity to participants to clarify their doubts and express their ideas.	Expert should initiate the discussion and then take on a passive role.	1. Role of puppets in story telling. 2. Need for puppet. 3. Puppet-making in the context of its feasibility in NPSS school setting. 4. Biggest advantage of using puppets. 5. Difficulties in NPSS schools.	--

LANGUAGE - 2

Topic : What is Reading Readiness and What is Writing Readiness? Brief Introduction.

AIM	PROCEDURE	CONTENT	MATERIAL
To make participants aware about the importance of the need for readiness in reading as well as writing as the basis for formal learning in future.	The content should be very briefly introduced orally by the speaker as a basis for the next session, which is observation.	1. Definitions of reading readiness and writing readiness. 2. Reading is a key to success in school: a. this is supported by the fact that a large number of drop-outs are 'poor readers'. b. reading stimulates thinking, creates new interests, leads to appreciation of various kinds and types of literature- besides contributing to personal and social adjustment, ability to reason, judge, etc. 3. Reading requires skills in visual and auditory discrimination skills to compare, recognize and differentiate. All the other components of schooling like writing, maths, science, social studies are dependent on reading skills. Writing 1. Readiness in writing begins when child gets a good start in reading and thoroughly enjoys reading. 2. Readiness for occulomotor control needed in writing is laid in drawing, claywork, finger painting, cutting, pasting, crayoning, etc. 3. Child's spontaneous interest in writing his name & his capacity to do so, are indications of writing readiness.	

Topic : 'Observation of Language Experiences in Balwadi'

AIM	PROCEDURE	CONTENT	MATERIAL
1. To expose the participants to the classroom situation. 2. To make them aware about varied experiences that could be given to young children. 3. To help them cultivate a habit of observing children.	The participants, depending on the number can be divided into the smaller groups and then be taken for observations.	1. Informal talk with children. 2. Story sessions with the help of technique. 3. Song session. 4. Doing workpages: a. colouring within given shape. 5. Clay modelling. 6. Activities for formal learning: - showing pictures of objects and its identification. - copying of geometric shapes. - Stringing beads. - Alphabet matching to pictures.	List of material tobe displayed in language corner in classroom 1. Workpages promoting reading and writing skills. 2. Clay for clay modelling. 3. Display of action pictures, story sequence, etc. on bulletin board. 4. Incomplete pictures to be kept on the table for further completion. 5. Material for matching alphabets with pictures e.g. (picture)---(letter) 6. Display of musical instruments for sound discriminations. 7. Matching letter cards. 8. Words with pictures. 9. Beads. 10. Maze. 11. Story telling techniques. 12. Story sequence (cards). 13. Picture riddles. 14. Book corner.

Topic : Discussion

AIM	PROCEDURE	CONTENT	MATERIAL
1. To make the experiences offered in the in-service program more effective interesting, meaningful and at the same time individualized where teachers of varied personalities get justice to participate freely in the discussion and express their own views. 2. To discuss observations done in Balwadi, more in terms of activities and material for different areas of language.	The participants should be divided into two groups so that each group can observe in two classes Display of material and activities will be identical in both the classes. Specific observation guideline in the area of language will be utilized for discussion. Content of discussion is in the test/guideline for discussion.	Activities and material needed in dealing with different areas of language.	Guidelines for small group discussion - Language 2.
To provide organized sequence of information to the participants.	The speaker should give organized talk by quoting more concrete experiences and making use of aids whenever and wherever necessary.	1. Development of language that leads to reading: i.e. as children learn to think more precisely about things that are not present later, they will convert the print on the page to talking and thinking.	Blackboard visual aids concrete objects.

Topic : 'Guide to Teaching, Reading and Writing Skills' Talk.

AIM	PROCEDURE	CONTENT	MATERIAL
To provide organized sequence of information to the participants.	The speaker should give organized talk by quoting more concrete experiences and making use of aids whenever and wherever necessary	1. Development of language that leads to reading: i.e. as children learn to think more precisely about things that are not present later, they will convert the print on the page to talking and thinking. 2. How child values reading? i.e. as he listens to parent's comments while sharing some experiences listening to stories, read to them. 3. Children use visual symbols earlier than we realize, e.g. recognizing pictures, traffic signals, and trademarks. 4. Primary children and nature of reading. i.e. it is not just reading perse, but use of audio-visual aids too is necessary. Visual capacities and skills in reading, visual balance and fashion, movements of eyes from left to right, etc. 5. Guides to teaching reading skill and understanding: - Incident reading. - Preprimar reading. - Beginning semi-independent and independent reading. - Writing activities, manipulative activities, art activities, etc. to be organized for reading period. 6. Integrating the total content of the talk and conducting it.	Blackboard visual aids concrete objects

Topic : Workshop:Activities on Language Readiness

AIM	PROCEDURE	CONTENT	MATERIAL
1. To encourage participants to make aids that promote language development.	Participants either individually, in pairs or in small groups should be allowed to work.	Providing choice to the participants in making aids.	Chart papers, brown papers, notebook covers, pencils, crayons, sketch pens, a pair of scissors, eraser, shappner, concrete materials available in the environment right from stones, cotton, blade to leaves, flowers, etc.

SOCIAL STUDIES 1

Topic : Social Studies : Introductory Talk on What is Social Studies?

AIM	PROCEDURE	CONTENT	MATERIAL
1. To give a true picture of the meaning of social-studies and how children can be made ready for acquiring knowledge in social studies. 2. To prepare frame work about social studies, in the minds of participants, as a pre-requisite for observation in Balwadi.	The speaker should briefly introduce the content to the whole group.	1. The meaning of social studies . The term social studies refers to the study of people: a) People as they interact with one another. b) People as they meet their needs for survival and comfort. c) People as they develop their unique styles of life d) People as they work out problems of group living e) People as they reflect on the knowledge, beliefs, environmental characteristics and tides of circumstances that have brought them to their status and are likely to propel them into the future. 2. How child can be made ready for social studies? a) e.g. Start with the fact that we are surrounded by world so let us know our world. b) As child grows, he wants to gain more and more knowledge. So we are responsible for providing the same. c) Before coming to grade I i.e. school, child has to pass through two vital institutions i.e. home and Balwadi. d) No specific age for starting to teach social studies. Social studies should form an integral part of the routine living pattern. e) Social studies focuses on environment as it exists	---
1. To expose the	The participants		

Topic : 'Observation of Social Studies experiences in Balwadi'.

AIM	PROCEDURE	CONTENT	MATERIAL
1. To expose the participants to a typical classroom setting for social studies 2. To enhance their ability to observe.	The participants in different groups will go to observe in Balwadi with specific guidelines.	1. Project talk on 'people of India'. 2. Role playing of Indian couples from different states. 3. Creative activities. -Sticking picture of different people of India: foods they eat. 4. Songs and stories pertaining to the project.	1. Map, globe, shell, rocks, etc. 2. Bulletin board (pictures). 3. Booklets on: - People of India. - Languages of India. - Foods eaten by different people of India. - Physical appearance, costumes worn of different people. - Places of Gujarat. - Close neighbourhood. 4. Sequence cards of what all community worker does, visit to post-office. 5. Birds, animals found in different parts of India - a booklet.

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Topic : Discussion on 'Experiences in Social Studies

1. To make participants aware of the various aids that can be utilized in teaching social studies.	Dividing participants into smaller groups.	Experiences in social studies	Guidelines for small group discussion: - Social studies 1.

Topic : Talk: 'Social Studies for Young Children.

AIM	PROCEDURE	CONTENT	MATERIAL
1. To add in depth information to the points discussed in the introductory talk. 2. To make participants aware about the fact that different sub-components of social studies are very much inter-woven and not separate like history, civics, geography, etc. 3. To inform participants about different ways in which social studies experiences can be provided to children. 4. To integrate the matter reported in the discussion.	The speaker, in a conversational tone, should impart the information planned, to the participants, thus using necessary aids, concrete situations, etc..	1. Mentioning different sub-components, of social studies such as history, civics, geography, economics, etc. and bring about the relationship between them by providing an example. 2. Suggesting different ways in which social studies experience can be provided to children. e.g. Though project talk, fieldtrips, stimulating environment, music, textbooks, news items of school and outer world, incidental experiences, etc. 3. Making children aware of inter-relationships in larger groups i.e. relating to government, social organizations, how children discover their social world i.e. through dramatic play, acquisition of language, actual work, construction activities.	--

Topic : 'Workshop on Social Studies'

AIM	PROCEDURE	CONTENT	MATERIAL
To give practical experience to participants in making different type of aids to teach social studies to young children.	The participants should divide into smaller group and should make aids on various topics.	List of workshop activities: Booklet, charts, models, puppets on: - community helper and equipments used by them. - Places of Baroda. - Close neighbourhood. - Our Artists. - Our scientists. - Language of India. - People of India. - Birds and animals of world. - Our vehicles. - Blocks of animals, birds, vehicles, etc. - Sequence cards of work of community helper, post office, etc. - Puppets of community helper.	Stationery and indigenous objects.

SOCIAL STUDIES 2

Topic : Workshop on Language Experiences.

AIM	PROCEDURE	CONTENT	MATERIAL
To provide practical experience to the participants specially in making story telling techniques.	The participants will make planned aids themselves during this session.	List of aids tobe made at the Workshop 1. Story telling techniques: - Flash cards on a theme. - Flannel board technique. - Story telling bag. - Sand tray. 2. Kits for language experience pertaining to listening, speaking, vocabulary, self-expression, etc.. - Story sequence cards. - Collecting pictures promoting vocabulary. - Picture composition. - Pick odd one out. - Pointing differences between two similar pictures. - Action pictures (e.g. pictures showing that 'Pappu with umbrella takes letter from his father, runs to post them with closed umbrella (because no rains) and finally throws umbrella in letter box and with letters on head (because rains started) returns', cards on 'guess way to home'. - Preparing list of jokes, riddles. - Who uses the tools shown - (musical instruments, carpentry tools, etc.) - Cards on shadow game. - Making indoor games promoting skills in listening, speaking, vocabulary, e.g. Ludo, etc..	Chart papers, sketch pen, pencil, rubber, scale, pictures, other waste material available.

MATHEMATICS I

Topic : Readiness in Mathematics - Introduction.

AIM	PROCEDURE	CONTENT	MATERIALS
To just give a brief idea regarding the meaning of readiness for mathematics, to the participants and thereby to prepare a background for observation in the Balwadi.	A brief introductory talk should be delivered by the speaker in a conversational manner.	1. Meaning of readiness in mathematics and the objective for providing maths experiences to young children. a) An understanding of mathematical ideas. b) The ability to solve problems. c) Techniques and skills of computation. d) An atmosphere for creative thinking. e) A differentiated program for individual differences. 2. Major components of maths such as: a) shape discrimination. b) Size discrimination. c) Size measurement. d) Colour identification. e) A differentiated program for individual differences. 3. Major components of maths such as: a) Size discrimination. b) Shape discrimination. c) Measurement. d) Colour identification.	

MATHEMATICS 1

Topic : Observation of Mathematical Experiences.

AIM	PROCEDURE	CONTENT	MATERIALS
1. To provide the participants with first hand experiences in observing mathematical experiences 2. To provide greater insight into the area of mathematics.	Depending upon the number of participants, the observations should be done in small groups.	1. Shape discrimination 2. Size discrimination 3. Size measurement 4. Colour identification. 5. Conservation.	(A) Shape Discrimination 1. Mobiles of different shapes. 2. Charts showing different shapes. 3. Recognition and matching of shapes with the shape on cards. 4. Fixing of cubes of different shapes into the metal box containing geometrical shapes. 5. Matching objects of shapes with shapes on chart or card. 6. Work pages on shape discrimination. 7. Puzzles of shapes. 8. Classification of shapes. (B) Size Discrimination 1. Mobiles of different sizes. 2. Charts showing big and small, tall-short, thin-fat, etc. 3. Kits on size discrimination. 4. Fixing of objects and shapes according to sizes. 5. Matching objects and grouping objects of similar sizes. 6. Workpages. 7. Puzzles for size discrimination. (C) Size Measurement 1. Balance 2. Scale. 3. Measure tape. 4. Weights. 5. Objects for weighing. 6. Measuring cup. 7. Measuring spoons. 8. Measuring bottle.

Observation of Mathematical Experiences (contd.)

AIM	PROCEDURE	CONTENT	MATERIALS
			(D) Colour Identification 1. Water colours for mixing colours. 2. Kits for matching of colours. 3. Kits for classification of colours. 4. Colour domines. 5. Colour puzzles. 6. Colour games. 7. Workpages. 8. Charts showing different colours. 9. Grouping of objects with similar colour. 10. Mobiles showing objects with different colours. (E) Conservation 1. Liquid (water) in tall and narrow - short and broad bottles. 2. Shells, sticks, buttons, beads etc.. 3. Clay.

Topic: Discussion on Varied Experiences that can be Provided in Different Areas of Maths.

AIM	PROCEDURE	CONTENT	MATERIALS
1. To opportune the participants to integrate their observations of Balwadi in the area of maths. 2. To give them a chance to discuss their views varied experiences that can be provided in different concepts of maths.	Based on the guideline given for discussion, the participants in smaller groups of five, should discuss the content and at the end will present glaring points of discussion, to the larger group.	1. Integrating observations of participants. 2. Varied experiences that can be provided to promote concepts of maths - their suitability to NPSS school setting etc.	

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Topic : Pre-Maths Experiences - Talk

To make participants aware about need for, importance of and objectives of providing pre-maths experiences in a more elaborated form.	The speaker should deliver the content of the talk by using aids and type of concrete material as and when required. The tone used should be conversational to reach the participants more effectively.	1. Integration of the discussion reports of smaller groups very briefly. 2. What exactly are pre-maths experiences? 3. Need for and importance of pre-maths experiences. 4. Objectives of the pre-maths program. 5. How activities promoting mathematical concepts of: size discrimination; shape discrimination; measurement, area, volume classification, serialization can be given?	Various teaching aids, concrete material easily available in environment.

Topic : Demonstration of Mathematical Aids.

AIM	PROCEDURE	CONTENT	MATERIALS
To show concrete aids, kits, etc. that can be utilized for providing mathematical experience more effectively.	The aids should be displayed and the participants should get a chance to observe them in greater details. They should also make a note of the same when necessary	Experiences related to mathematics.	Various kits and objects on: Serialization and related activities. Classification and related activities. Concepts of matching shapes. Concepts of matching sizes. Concept of matching colours. Cassettes of maths experience. Slides show on maths aids. Discussion between participants and also resource person's views should be taken on the aids that have been displayed, slide show, recording of cassette of maths experiences.

MATHEMATICS II

Topic : Number Readiness : Brief Introduction.

AIM	PROCEDURE	CONTENT	MATERIALS
To provide participants with the basic idea about number readiness and its various components and prepare them for observing experiences in number.	The content should be very briefly introduced by the speaker.	1. What is 'number readiness'? 2. (It is preparing the children for learning to write numbers). 3. Components of number readiness such as: - atching. - Counting. - Recognition. - Quantitative thinking. - Ordinal position.	

Topic : Discussion on Number Readiness.

1. To give participants a chance to express their views on number readiness & observations in a small group. 2. Discuss role of songs, stories, etc. in promoting concepts of number symbols.	To divide participants in groups of five to carry out discussions, based on specific guidelines provided for discussion. At the end, leader from a group should present the views of his group.	1. Emphasis on observation on 'Number concept'. 2. How experiences in number readiness can be given? Material required, problems and difficulties in NPSS school set up, possible alternatives or solution. 3. Role of songs, stories, etc. in promoting number symbols.	Guidelines for discussion -mathematics 2.

Topic : Observation of Experiences in Number Readiness.

AIM	PROCEDURE	CONTENT	MATERIALS
To give participants a chance to actually observe varied experiences that prepare children for number readiness in the classroo setting.	The group should be divided into smaller groups for observation of maths experience, to ease choose and confusions of any kind.	1. Activities in quantitative thinking. 2. Activities in counting through kits. 3. Activities in number recognition. 4. Activities in matching. 5. Activities in ordinal position. 6. Activities in sequencing number and symbols. 7. Activities in number memory. 8. Songs promoting number concept like 9. Story 10. Addition, subtraction one-to-one correspondence.	1. Material for quantitative thinking. e.g. Beads, shells, pebbles, marbles, flower, leaves, etc. 2. Material for counting. e.g. bottle tops, beads, blocks, seeds, etc. 3. Similar material for one-to-one correspondence. 4. Pictures, charts, blocks, glasses etc. showing ordinal position. 5. Cards for matching number symbols. 6. Cards for number recognition. 7. Cards for sequencing number symbols. 8. Number memory. 9. 2 cups and 1 cup = 3 cups. Simple addition through objects like pencils, utensils, blocks, etc. 10. 2 blocks - 1 block = 1 block. Simple subtraction through concept objects like chalk, sticks, etc. 11. Number puzzles.

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Topic : Talk-cum-Demonstration on 'Number Readiness'.

AIM	PROCEDURE	CONTENT	MATERIALS
1. To make the talk more practical, concrete and meaningful through demonstration. 2. To give participants theoretical information in arithmetic readiness.	The talk should be delivered by the speaker in a highly conversational manner. Demonstration of aids, kits pertaining to the content should be utilized.	1. The purpose of having arithmetic readiness program is to present new experiences in number to children, when they are ready for them and not before. 2. The arithmetic learning takes place in a sequence and this type of sequential development is essential as children first acquire the preliminary concepts upon which later ones are based. A systematic number instruction has a definite purpose because the child sees each new idea as a clear and orderly extension of what he already knows and understands. Number experiences, thus, prepare children for formal learning in arithmetic. 3. Lot of stimulation in counting is necessary and role of teacher in providing experiences for number readiness.	All the aids pertaining to number readiness e.g. shells, beads, charts, pictures and various ther kits.

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Topic : Workshop on Mathematical Experiences

AIM	PROCEDURE	CONTENT	MATERIALS
1. To provide an opportunity to participants to make aids, kits etc. on their own. 2. To make them aware of the fact that simple available material in the environment can be successfully utilized to promote most of the mathematical concepts.	The participants should actually make mathematical aids, kits, etc. Since every participant cannot make all the planned aids, they should be given choice such that all the planned activities at the workshop are done by atleast few participants.	<u>List of Activities at the Workshop</u> a. Making jig-saw puzzle of geometrical shapes. b. Cube puzzles-of-shapes, serialization, number sumbols, etc. c. Matching cards on numbers, shape, size, colour. d. Flash cards on matching sequences according to the numbers written e. Kit on seriation, number recognition from number of pictures shown like 1 elephant, 2 birds, 4 flowers etc. f. Kit on 'let's match i.e. matching different shapes with the shapes drawn on chart/ cardboard cards. g. Matching numbers with that many pictures shown. h. Matching shapes with objects. i. Making sequencing of cards according to numbers, like 1, 2, 3, etc. j. Sand cards - e.g. [5] so match that many sand pictures with it. k. Chart on narrow-broad, few-many. l. Mobiles on shapes, numbers, colours. m. Making workpages on different mathematical concepts. n. Making blocks of numbers and dots. o. Making clock and mathematical games, instruments, etc.	Chart papers, kite papers, other waste papers, beads, shells, gum, pencil, rubber, scale. Bottle tops, tooth brush

PUPPETRY

Topic : Demonstration of Puppet Making.

AIM	PROCEDURE	CONTENT	MATERIALS
To demonstrate the ways in which different types of puppets can be made and thereby providing participants with the basic idea of puppet making.	The resource person should make different types of puppets and show the steps involved in it, to the participants.	Manipulation of the following puppets: 1. Stick puppet. 2. Glove puppet. 3. Table puppet. 4. Finger puppet. 5. Paper bag puppet. 6. String puppet.	All the puppets mentioned in the content.
Topic : Workshop on Puppet Making.			
To give opportunity to participants to make puppets and thereby to get an idea about the process involved in the same	The participants should make the puppets that had been demonstrated. They will form small groups for convenience.	Stick puppet Glove puppet String puppet Finger puppet Table puppet	Chart papers, brown paper bags, gum, pencil, rubber, sketch pen, etc.
Topic : 'Planning the Puppet-show'.			
To help the participants to plan a puppet show, such that they get an experience of the aspects that they need to consider before performing.	The participants should divide themselves into smaller groups and decide upon the theme of the program.	Keeping the age group of children in mind, their interest, abilities etc.	
Topic : Performance of the Puppet Show			
To expose the participants to the process involved in performing the puppet show. To encourage the participants to try their hand through actual performance	The participants in their own small groups should perform the planned show.	The theme planned by individual groups.	

SCIENCE

Topic : What are Science Experiences? - Introductory Talk.

AIM	PROCEDURE	CONTENT	MATERIAL
1. To prepare a background and a mental framework in the participants who will be doing observations in the Balwadi, as a part of the next session. 2. To give basic idea to participants as regard to the meaning of Science experiences, need and importance of providing Science experiences and also goals of teaching science to young children.	The content should be very briefly introduced orally by the speaker. The introduction should be done in a conversational manner with least amount of reading.	1. <u>What is Science?</u> a. Science is a way of searching for information for facts about the universe and for the everyday information that people need. b. Science is a body of knowledge organized as a result of careful investigation. c. Science is a way of thinking about ordinary life experiences - a way of reducing fear with facts of making reasoned guesses, of withholding judgement of information. d. Science is a way of using knowledge for problems of life. 2. <u>Based on point</u> (1), the need and the importance of providing science experiences can be linked together. 3. Goals of teaching science to young children: a. To develop in children the ability to solve problems through the use of methods of science. b. To develop in children an attitude commonly called a scientific attitude eg. Don't jump at conclusions, look at a matter from all sides, evaluate sources of information, be open-minded, don't be superstitious. c. To help children, gain scientific knowledge and information. Subject matter taught should be from the environment of children. d. To develop in children an interest and appreciation in the science around them.	

Topic : 'Observation of Science Experiences' in the Classroom.

AIM	PROCEDURE	CONTENT	MATERIAL
1. To opportune the participants to observe the classroom environment, focussing on varied science experiences. 2. To help them see the relationship between the science and the routine environment in which children live.	The participants should be divided into two groups or more, depending upon the total number of the participants attending the program. Based on the guideline provided for observation of the science experiences, the participants should begin their observations.	Various science experiences. 'Science in daily living'	Classroom Environment 1. Flower vase with different types of flowers and leaves. 2. Mobiles on light and heavy objects or whatever is available pertaining to science e.g. foods we eat, etc. 3. Science corner: a) Science table: - Display of cereals, pulses, etc. - Display of stages of germination (any pulse can be utilized here). - Display of materials, kits, etc. for tactile discrimination. - Hard, soft, rough, smooth materials. - Display of objects/kits forolfactory discrimination. e.g. objects with different smell like petrol, flowers, spirit, etc. eg. objects with different tastes like salt, imli, sugar, karela etc. - Display of objects that are soluble in water like salt, sugar, powder, etc. - Jars containing fishes. - Display of balance for weights (with other assessories). - Display of materials and assessories for water play (for showing concepts of light-heavy, floating-sinking, properties of water, etc.)

Lesson Plan (contd..)

AIM	PROCEDURE	CONTENT	MATERIALS
			b) Science bulletin board: - Charts of plants and their parts, germination stages, living/non-living, human body parts, health and hygiene. - Pictures showing anys science experience like properties of water/fire, their uses, etc. - Pictures/charts showing different types of houses, material required in making those houses, etc. c) Book corner for science: - Books on science experiences like our animals, birds, insects, human body parts, food we eat, water, fire, etc. d) Show-case: - Different varieties of stones, flowers, leaves, magnets, material pertaining to project.

Topic : Discussion on Observed Science Experiences.

AIM	PROCEDURE	CONTENT	MATERIALS
1.To mainly integrate whatever the participants have observed in the Balwadi in the area of science.	The participants should divide themselves into small groups of five and then they should formulate certain points on specifically what they have observed. At the end of the discussion, the leader from each group should come forward and present the highlights.	1.Emphasis on aspects that have been observed, with the help of observation guideline (as mentioned in the previous lesson plan). 2.Based on their observations, what would be possible ways of helping children achieve goals of having science experience.	Guidelines for discussion -science

Topic : Talk on 'Science in Daily Living'

1.To provide an organized systematic talk to support the observations and discussions carried out by participants. 2.To make participants aware about the fact that science is nothing but, the way of life. 3.To provide information on importance and need of science corner and also to give cues on preparation of scientific materials and experiences. 4.To enlighten the participants about the role of teacher in providing science experiences.	1.The speaker should give an organized talk on the content mentioned by using more of concrete aids and materials. The information should be provided in a conversational manner.	1. Science in daily living, right from tooth brush, to utensils, to foods, plants, toys, fan, our own body parts their functions, etc. 2. Science is more of practical, self-involving area where there is more of observing, guessing, testing, discovering, thinking about what happened, retaining results for later use, etc. rather than reading and listening about things. Therefore, importance and need for having science corner in the classroom environment. 3. Clues on preparation of scientific materials and experiences. 4. Role of teacher in providing science experiences (mainly in developing positive attitude towards learning of science, etc.)	Games related to scientific experiences eg. bag for tactile stimulation.

Topic : Workshop - Science in Daily Living.

AIM	PROCEDURE	CONTENT	MATERIALS
To opportune the participants to actually make aids, kits etc. pertaining to the content covered in science as a subject.	The participants should be given choice to do activities in workshop, because all the participants, in a short time would be unable to make all the aids.	1. Kits on tactile discrimination like rough, smooth, soft, hard objects can be collected and dipped in plastic bags. 2. Kit on olfactory discrimination like collecting of petrol, flowers, spices, etc. in small glass bottles and making a kit. 3. Flash cards on different types of houses like tents, igloo, pukka house, kutcha house, hut, etc. Also clipping for material needed for building houses like cement, sand, etc. 4. Charts on life cycle of fly, mosquito, butterfly, etc. 5. Picture cards on vegetables, fruits, cereals, pulses, etc. 6. Mobiles of foods we eat, vehicles, shapes, size, colour. 7. Chart on health and hygiene, dangerous materials, uses of water, uses of fire, etc. 8. Flashcards on daily routine activities by either drawing or sticking pictures. 9. Matching cards on seasons and clothes, vegetables, fruits, etc. available seasonwise. 10. Puzzles on human body parts. 11. Chart on purification of water, things that are inflammable/non-inflammable. 12. Kit on objects that are attracted by magnets.	All the waste material from the daily environment right from broken toys to tooth brush, and other stationery.

Topic : Practical Teaching Experience.

AIM	PROCEDURE	CONTENT	MATERIALS
1. To provide practical teaching experience to the participants by using aids for relevant concepts. 2. To provide opportunity to resource persons to also have a teaching experience by using aids.	The resource persons will initiate the session by teaching a concept with the help of aids later, the participants too will decide upon a concept and with the help of aids explain that concept. Guideline for practice teaching experience: 1. Name of teaching aid. 2. Objectives for using, that particular aid. 3. Material required. 4. Procedure or steps involved in teaching that concept i.e. necessary instructions to be given to children while teaching.	Based on the suggestion of participants.	Teaching aids and indegenous material collected by the participants. Blackboard, chalk, duster.

APPENDIX

Guideline for Observation of Science Experiences

1. Observation of the environment created for providing science experiences.
2. Observations of science corner:
   - the furniture arrangement.
   - display of aids and other material on the science table. Topics in focus for the displayed material e.g. for taste, smell, etc.
   - Things displayed for measurement. Observation of other assessories along with the measuring set.
   - Observation of the articles exhibited in the show-case.
   - Type of books facilitating science experiences. Type of pictures illustrated, the content, etc.
   - Place where bulletin board is kept, height at which it is placed, type of experiences shown on the board e.g. if a chart is shown then its topic, ways in which pictures are drawn or stuck.
3. How science experiences were provided in different ways in the classroom. What were the aids used and how were they arranged? e.g. Mobile of different flowers or any such thing, right in the entrance door.
4. Observation of the pre preparations made for providing science experience to children, availability of list of items required. Are children provided any opportunity to speak, touch, have first hand experience? To what extent is it successful?
5. Observation of songs, stories, puzzles, games etc. promoting science experiences.
6. Who contributes more in the project talk on science - children or teacher? Why?
7. Discuss five striking aspects that you were impressed upon at the end of the one hour observation.
8. Any other comments.

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*The guideline presented for observation pertains to only one component - science. The similar pattern could be utilized for other components of the program such as Mathematics, Language, Social Studies.

Guideline for small group discussion in Science Experiences

1. Views on the aspects observed in Science.
2. Advantages of providing such type of science experiences to children.
3. Is it feasible to provide such type of science experiences in the NPSS schools?
4. What are the likely obstacles? What are the possible solutions for the same?
5. When can the aids observed be prepared? Source of obtaining the material?
6. The science experiences should be taught only with the help of text books or, after knowing other ways, concrete objects can be used in the classroom. Views of the group on this point.
7. In order to achieve the goals of science referred to in the introductory talk, what all ways and means will you utilize to provide better understanding to the child.

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*The guideline for discussion presented here, pertains to science, but the similar pattern could be utilized for other components of the program as well.